

Title II of the Higher Education Act

Institutional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education

Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
Institution Name	Saint Louis University
Institution Code	6629
State	Missouri
Number of Program Completers Submitted	46

Number of Program Completers found, matched, and used in passing rate Calculations ¹	46				Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							
Principles of Learning and Teaching (5-9)	523	1			9		
Academic Content Areas							
Early Childhood Education	020	6			295	288	98%
Elem Edu: Curriculum, Instruction, and Assessment	011	20	16	80%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	5			192	191	99%
Mathematics: Content Knowledge	061	1			97	91	94%
MS English-Language Arts: Content Knowledge	049	1			31	30	97%
MS Mathematics: Content Knowledge	069	1			51	49	96%
MS Social Studies: Content Knowledge	089	1			41	40	98%
Social Studies: Content Knowledge	081	9			276	270	98%
Other Content Areas							
Teaching Special Populations							
Special Education	350	1			171	165	94%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>					
Institution Name	Saint Louis University					
Institution Code	6629					
State	Missouri					
Number of Program Completers Submitted	46					
Number of Program Completers found, matched, and used in passing rate Calculations¹	46					
	Statewide					
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	1			10	9	90%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	44	40	91%	3275	3155	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				156	156	100%

Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	1			270	256	95%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	46	42	91%	3711	3575	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: 190

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? 55
3. Please provide the numbers of supervising faculty who were:

5 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

7 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program. Total number of supervising faculty for the teacher preparation program during 2001-2002: 12

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **1 : 4.58**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **35** hours. The total number of weeks of supervised student teaching required is **10**. The total number of hours required is **350** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

- ☒ Yes ☐ No
7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

The mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research and community service. It is dedicated to leadership in the continuing quest for understanding of God’s creation, and for discovery, dissemination and integration of the values, knowledge and skills required to build a world at once more human and divine. As a Catholic, Jesuit university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

2. Educational Philosophy

Saint Louis University directs its educational efforts to help students develop to be critically reflective, socially responsible, and creatively engaged with the problems facing schools and families. The Department of Educational Studies speaks of the following habits which serve as guides in preparing our professional graduates:

The Habit of Service

The Ignatian term, "giving oneself over," sums up the goal of this aspect of service of our program in that it expresses the faculty's desire that students see their lives as an artistic expression of service to others, lives "given over" to the intellectual foundations which promote the welfare of those who are constrained by a lack of education and opportunity.

The Habit of Inquiry and Research

The Department's vision of education for all students sees an integral relationship between faith and reason, science and religion, the life of the mind and the life of charity or service, and action and reflection. The programs of the Department seek to cultivate a habit of sound scholarship and research by teaching students the relevance of intellectual excitement, academic inquiry, and scholarly research.

The Habit of Reflection

A Jesuit, Catholic program of professional education recognizes the centrality of the life of faith and the quest for meaning. Students are encouraged to develop their own philosophy of life, their own answers to questions of ultimate importance. The cultivation of the habit of reflection leads to a deeper appreciation of the way in which God is working in and through all things, a hallmark of Jesuit education.

The Habit of Leadership

The faculty recognize that leaders are chosen because they are qualified by their education, demonstrated talent, and desire to serve. Leadership can take many forms but we believe that it should be characterized by the habit of critical thinking based upon sound academic knowledge, by the habit of service and selflessness, and by the habit of global and inclusive vision derived from a belief in the profound goodness of the world and all God's creatures within it.

3. Conceptual Frameworks

1. To prepare reflective practitioners committed to excellence in service to others.

- a. Students will demonstrate an understanding of current and past philosophical systems and theories relevant to their specialized areas of study.
- b. Students will be able to articulate a well-reasoned philosophy and theory that will guide them in a chosen area of professional practice.
- c. Students will demonstrate an understanding of and the ability to maintain professional integrity in keeping with current guidelines for professional ethics.
- d. Students will demonstrate a knowledge of appropriate behaviors for developing positive interpersonal relationships.

2. To instill four habits within our students: the habit of service, the habit of inquiry and research, the habit of self-examination and reflection, and the habit of leadership.

- a. Service. Students will demonstrate an understanding and sensitivity to the learning needs of all cultural and ethnic groups and be able to recommend appropriate activities to enhance their opportunities for personal and social advancement.
- b. Inquiry and Research. Students will demonstrate a knowledge and understanding of research design and the ability to collect, analyze, and synthesize data related to a problem situation.
- c. Self-examination and Reflection. Students will demonstrate the ability to determine personal and professional weaknesses and develop appropriate strategies to enhance professional development for themselves and others.
- d. Leadership. Students will demonstrate an understanding and ability to apply leadership styles within their respective career areas.

3. To offer students an excellent professional education and a sound background with a liberal tradition of education.

- a. Students will demonstrate a knowledge and understanding of the principles of communication.
- b. Students will be able to identify information from related fields having implications for careers in education.
- c. Students will demonstrate an understanding of the legal implications of professional practice in their specialized area.
- d. Students will demonstrate the ability to organize and use information and resources necessary for competent practice.
- e. Students will demonstrate an understanding of the work habits, attitudes, values, interests, and personal relationships necessary for successful employment in institutions and agencies.

4. To reaffirm and strengthen the Department's commitment of service to the community.

- a. Students will demonstrate a knowledge and understanding of the basic theories of human motivation.
- b. Students will manifest a sense of inner strength in their ability to meet the challenges of a professional career.
- c. Students will demonstrate an understanding and acceptance of the positive values of others whom they encounter in their professional lives.
- d. Students will be able to develop programs and policies to positively affect the lives of others.

4. Program completers who teach in the private schools and out of state

Private Schools:

Out-of-State: